

Course English III Period Teacher J. Barnett
 Unit Ethan Frome Day 7 Date

Objectives: 4.04 The student will analyze and evaluate the relationships between characters in Ethan Frome in order to write epitaphs.
 5.03, 6.01 The student will apply knowledge of free verse and metaphor to write poetic epitaphs in the style of Edgar Lee Masters.
 6.02 The student will discern and correct errors in writing.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	Warm-up: The student will complete the daily grammar exercise and start the journal activity. Journal prompt: Ethan comments at the end of chapter five that “he had not even touched her hand”. Why is this statement significant? (Bloom’s: Knowledge, Comprehension, Synthesis)	Formative evaluation: Call on students to make sentence corrections. Formal Assessment of comprehension: Journal entry.
15 min.	Instructional Input: Using the cause and effect graphic organizer, lead the class in a discussion of the key events in chapters 3-5 and their effects on the characters/story. Students will make predictions on what will happen to Mattie, Ethan, and Zeena (Bloom’s: Evaluation)	Formative Assessment: Use cause/effect graphic organizer to assess students’ comprehension of text/key events.
25 min.	Student Activity: Writer’s Workshop - planning and drafting. Students will break into assigned writing groups and begin writing epitaphs. Each group member must contribute two epitaphs. At least two of the epitaphs must be relationally connected, but they don’t have to be written by the same member. (Bloom’s: Synthesis)	Informal assessment: Circulate around the room and observe student work and progress.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	<p>Presentation: Knowledge Building Groups 3 and 4 present their Glogsters to the class. Each group is allotted 8 minutes. Students will demonstrate knowledge of and solutions for the themes of isolation, depression, and psychosomatic illness found in <i>Ethan Frome</i>. Remaining groups will present their Glogsters tomorrow.</p> <p>(Bloom's: Evaluation and Synthesis)</p>	Formal Assessment: Project assessed according to rubric.
5 min.	<p>Debriefing: Review the elements of free verse. (Bloom's: Knowledge)</p>	Formative evaluation: Assess students understanding of free verse as they answer questions.
5 min.	<p>Closure: Students will need to finish first draft of epitaphs at home. Tomorrow students will continue Writer's Workshop. The focus will be editing and revising. Return to seats, remind students of homework, and dismiss class.</p>	
homework	Chapter six p.86-93 and work on first draft of epitaphs.	